

## Gadsden Elementary

1660 S. Goodwin Circle  
Gadsden, S. C. 29052

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	165 Students	
<b>Principal</b>	Dr. Charles DeLaughter	803-353-2231
<b>Superintendent</b>	Dr. Allen J. Coles	803-231-7500
<b>Board Chair</b>	Dr. Jasper Salmond	803-231-7556

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

### AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	5	36	51	13

### IMPROVEMENT RATING

### UNSATISFACTORY

### ADEQUATE YEARLY PROGRESS

### YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	Average	Unsatisfactory	N/A
<b>2003</b>	Average	Unsatisfactory	No
<b>2004</b>	Average	Good	Yes
<b>2005</b>	Average	Unsatisfactory	Yes

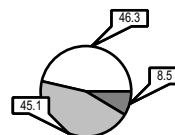
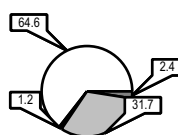
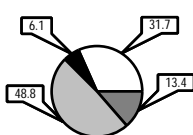
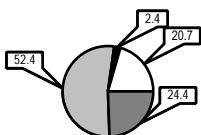
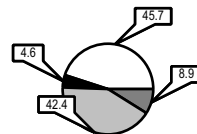
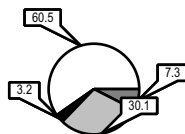
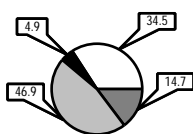
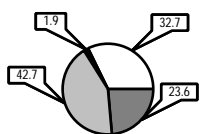
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

98.4%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	85	100.0	20.7	52.4	24.4	2.4	36.6	Yes	Yes
<b>Gender</b>									
Male	43	100.0	19.0	59.5	19.0	2.4	33.3		
Female	42	100.0	22.5	45.0	30.0	2.5	40.0		
<b>Racial/Ethnic Group</b>									
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
African American	85	100.0	20.7	52.4	24.4	2.4	36.6	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	69	100.0	12.1	54.5	30.3	3.0	45.5		
Disabled	16	100.0	56.3	43.8	0.0	0.0	0.0	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	85	100.0	20.7	52.4	24.4	2.4	36.6		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	85	100.0	20.7	52.4	24.4	2.4	36.6		
<b>Socio-Economic Status</b>									
Subsidized meals	83	100.0	21.0	53.1	23.5	2.5	35.8	Yes	Yes
Full-pay meals	2	100.0	I/S	I/S	I/S	I/S	I/S		

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	85	100.0	31.7	48.8	13.4	6.1	39.0	Yes	Yes
<b>Gender</b>									
Male	43	100.0	26.2	61.9	7.1	4.8	40.5		
Female	42	100.0	37.5	35.0	20.0	7.5	37.5		
<b>Racial/Ethnic Group</b>									
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
African American	85	100.0	31.7	48.8	13.4	6.1	39.0	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	69	100.0	21.2	54.5	16.7	7.6	48.5		
Disabled	16	100.0	75.0	25.0	0.0	0.0	0.0	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	85	100.0	31.7	48.8	13.4	6.1	39.0		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	85	100.0	31.7	48.8	13.4	6.1	39.0		
<b>Socio-Economic Status</b>									
Subsidized meals	83	100.0	32.1	48.1	13.6	6.2	38.3	Yes	Yes
Full-pay meals	2	100.0	I/S	I/S	I/S	I/S	I/S		

**Abbreviations for Missing Data**

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**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	85	100.0	64.6	31.7	2.4	1.2	3.7
<b>Gender</b>							
Male	43	100.0	64.3	33.3	0.0	2.4	2.4
Female	42	100.0	65.0	30.0	5.0	0.0	5.0
<b>Racial/Ethnic Group</b>							
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	85	100.0	64.6	31.7	2.4	1.2	3.7
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	69	100.0	57.6	37.9	3.0	1.5	4.5
Disabled	16	100.0	93.8	6.3	0.0	0.0	0.0
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	85	100.0	64.6	31.7	2.4	1.2	3.7
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	85	100.0	64.6	31.7	2.4	1.2	3.7
<b>Socio-Economic Status</b>							
Subsidized meals	83	100.0	65.4	30.9	2.5	1.2	3.7
Full-pay meals	2	100.0	I/S	I/S	I/S	I/S	I/S

<b>Social Studies</b>							
All Students	85	100.0	46.3	45.1	8.5	0.0	8.5
<b>Gender</b>							
Male	43	100.0	40.5	50.0	9.5	0.0	9.5
Female	42	100.0	52.5	40.0	7.5	0.0	7.5
<b>Racial/Ethnic Group</b>							
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	85	100.0	46.3	45.1	8.5	0.0	8.5
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	69	100.0	37.9	51.5	10.6	0.0	10.6
Disabled	16	100.0	81.3	18.8	0.0	0.0	0.0
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	85	100.0	46.3	45.1	8.5	0.0	8.5
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	85	100.0	46.3	45.1	8.5	0.0	8.5
<b>Socio-Economic Status</b>							
Subsidized meals	83	100.0	46.9	45.7	7.4	0.0	7.4
Full-pay meals	2	100.0	I/S	I/S	I/S	I/S	I/S

**Abbreviations for Missing Data**

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**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2004	3	27	100.0	28.0	32.0	36.0	4.0	40.0
	4	35	100.0	11.8	44.1	41.2	2.9	44.1
	5	33	100.0	29.0	54.8	16.1	N/A	16.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	20	100.0	15.8	26.3	47.4	10.5	57.9
	4	28	100.0	19.2	61.5	19.2	0.0	19.2
	5	37	100.0	24.3	59.5	16.2	0.0	16.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2004	3	27	100.0	24.0	56.0	16.0	4.0	20.0
	4	35	100.0	23.5	47.1	14.7	14.7	29.4
	5	33	100.0	32.3	48.4	16.1	3.2	19.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	20	100.0	15.8	52.6	15.8	15.8	31.6
	4	28	100.0	42.3	50.0	7.7	0.0	7.7
	5	37	100.0	32.4	45.9	16.2	5.4	21.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	20	100.0	52.6	36.8	5.3	5.3	10.5
	4	28	100.0	65.4	34.6	0.0	0.0	0.0
	5	37	100.0	70.3	27.0	2.7	0.0	2.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	20	100.0	36.8	42.1	21.1	0.0	21.1
	4	28	100.0	23.1	65.4	11.5	0.0	11.5
	5	37	100.0	67.6	32.4	0.0	0.0	0.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 165)</b>				
First graders who attended full-day kindergarten	74.1%	Down from 93.3%	100.0%	100.0%
Retention rate	0.6%	Down from 6.0%	3.9%	3.0%
Attendance rate	97.0%	Down from 98.7%	96.0%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	10.6%	Up from 5.3%	6.3%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	5.9%	Down from 6.3%	5.8%	3.2%
Eligible for gifted and talented	8.9%	Up from 7.8%	4.5%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	9.3%	Up from 7.5%	8.0%	8.2%
Older than usual for grade	0.0%	Down from 0.6%	1.7%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 1.1%	0.0%	0.0%
<b>Teachers (n= 17)</b>				
Teachers with advanced degrees	58.8%	No change	50.0%	52.6%
Continuing contract teachers	70.6%	Down from 88.2%	77.4%	83.3%
Highly qualified teachers	93.8%	Up from 92.9%	91.7%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	3.0%	0.0%
Teachers returning from previous year	80.9%	Up from 73.9%	83.0%	87.0%
Teacher attendance rate	95.9%	Up from 94.9%	94.9%	95.0%
Average teacher salary	\$43,239	Up 1.5%	\$40,385	\$41,703
Prof. development days/teacher	11.7 days	Up from 10.2 days	14.3 days	12.8 days
<b>School</b>				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	13.7 to 1	Down from 15.9 to 1	16.3 to 1	18.8 to 1
Prime instructional time	91.5%	Down from 92.8%	88.8%	89.8%
Dollars spent per pupil*	\$8,903	Up 10.3%	\$7,491	\$6,242
Percent of expenditures for teacher salaries*	62.9%	Down from 68.1%	63.9%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.1%	Up from 74.3%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	Up from Average	Good	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	91.6%		89.4%	
Highly qualified teachers in high poverty schools	89.4%		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**Abbreviations for Missing Data**

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**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Gadsden Elementary School is an innovative, progressive school that focuses upon preparing students to be successful, lifelong learners. For 2004-2005, students realized significant gains in Proficient and Advanced categories of the PACT, compared to results from the previous school term. The school received a Palmetto Silver Award, entered into a High Performance Partnership with WIS-TV and is home to the Zaner-Bloser State Second-Grade Handwriting Champion.

Several initiatives were implemented for continual improvement in student learning. Accelerated Math was added as a complement to Accelerated Reader and SuccessMaker to create a comprehensive, technology-based learning system for students. Children increased several key reading skills with an integrated 100 Book Challenge and Accelerated Reader Program. A parent-school partnership was bolstered through Accelerated Math and Accelerated Reader Family Nights. In addition, a grant-funded etiquette program for girls and a co-educational step team provided a platform for increased parent engagement. The Administration embarked upon a plan to attract and retain highly qualified staff at all levels of school functioning.

A careful interpretation of objective data revealed the school realized positive gains in each domain that supports improvement in student learning. Bi-weekly reviews of Accelerated Reader, Accelerated Math and SuccessMaker data documented a pattern of positive growth in reading and math skills. Students' use of these technology-based learning systems has contributed to their ease with using other technologies to enhance their learning. As examples, children used computers to word process writing assignments, access the Internet for resources, and create graphs to display data. A 100 Book Challenge-Accelerated Reader initiative significantly increased time students spend reading at home and school. Attendance records of parent and community member support for school activities revealed a growing positive attitude for Gadsden Elementary School. Finally, each member of the teaching staff was highly qualified. Only one of 11 teachers will not return to Gadsden for 2005-2006.

A limited number of challenges remain to be resolved. The school must modify a general pattern of realizing large gains in Proficient and Advanced categories of the PACT one year, followed by small to modest losses the following year. Moreover, the school must successfully implement strategies to close two fundamental gaps in student achievement. Math achievement of all students should more closely align with English/Language Arts achievement of all students. The English/Language Arts and Math achievement of boys should more closely align with the English/Language Arts and Math achievement of girls. Finally, given the present high level of student achievement at Gadsden Elementary School, additional improvement is dependent in large measure upon a stronger parent-school partnership. A strengthening of school-parent-community connections is a top priority of the 2005-2006 school year.

Dr. Charles A. DeLaughter, Principal  
John Uschold, SIC Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	19	32	25
Percent satisfied with learning environment	61.1%	58.1%	79.2%
Percent satisfied with social and physical environment	66.7%	71.0%	87.5%
Percent satisfied with school-home relations	27.8%	90.6%	45.8%

\*Only students at the highest elementary school grade level at this school and their parents were included.